

About The New England Common Assessment Program



This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

School Results

School: Massabesic Middle School

District: RSU 57/MSAD 57

Code: 1251-1940



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Grade Level Summary Report

School: Massabesic Middle School
 District: RSU 57/MSAD 57
 State: Maine
 Code: 1251-1940

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING				247	51	21	140	57	43	17	13	5	849	248	21	57	17	5	849	14,031	21	56	17	6	848	
MATH				247	32	13	125	51	51	21	39	16	843	248	13	50	21	16	843	14,013	17	43	21	19	842	
WRITING				247	15	6	102	41	104	42	26	11	838	248	6	41	42	10	838	13,967	7	44	37	12	839	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Reading Results

School: Massabesic Middle School
 District: RSU 57/MSAD 57
 State: Maine
 Code: 1251-1940

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

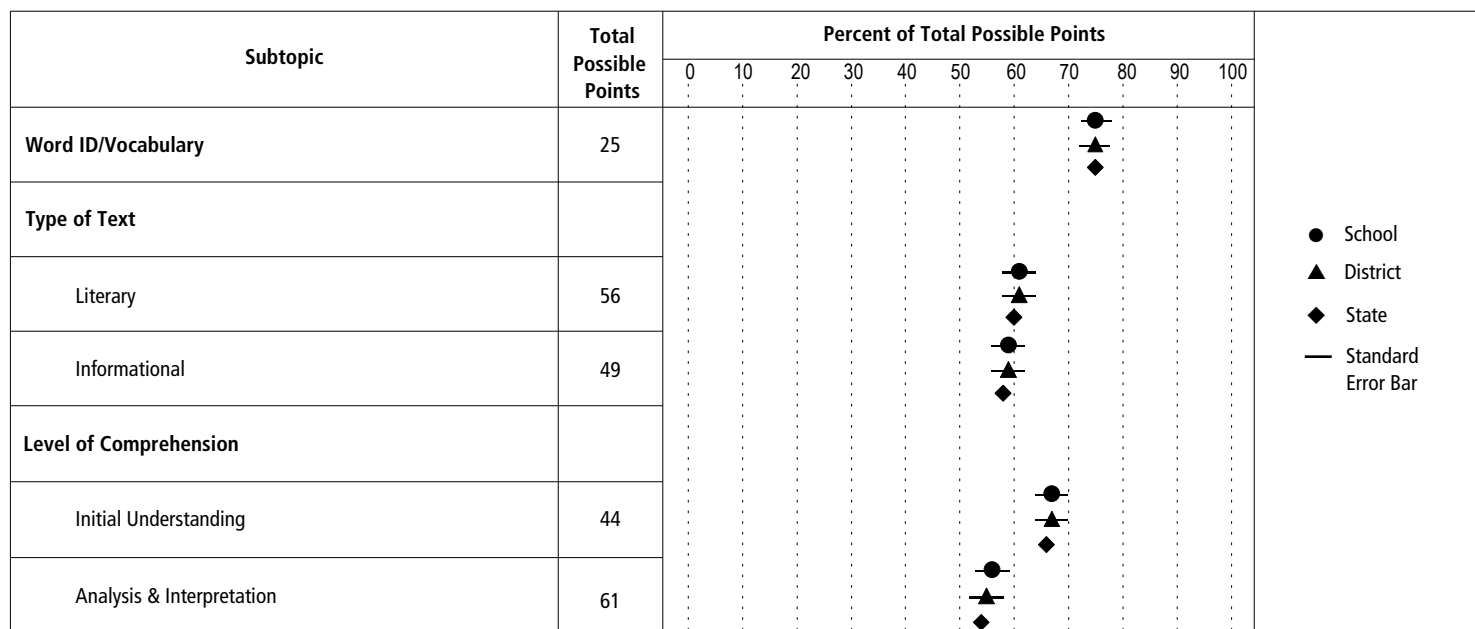
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				255	28	11	133	52	74	29	20	8	844
2010-11				251	27	11	156	62	54	22	14	6	846
2011-12				247	51	21	140	57	43	17	13	5	849
Cumulative Total				753	106	14	429	57	171	23	47	6	846
District													
2009-10				255	28	11	133	52	74	29	20	8	844
2010-11				252	27	11	156	62	55	22	14	6	846
2011-12				248	51	21	141	57	43	17	13	5	849
Cumulative Total				755	106	14	430	57	172	23	47	6	846
State													
2009-10				14,101	2,092	15	7,584	54	3,378	24	1,047	7	846
2010-11				13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12				14,031	2,933	21	7,864	56	2,380	17	854	6	848
Cumulative Total				42,090	7,366	18	23,231	55	8,854	21	2,639	6	847





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Disaggregated Reading Results

School: Massabesic Middle School
 District: RSU 57/MSAD 57
 State: Maine
 Code: 1251-1940

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				247	51	21	140	57	43	17	13	5	849	248	21	57	17	5	849	14,031	21	56	17	6	848
Gender																									
Male				119	16	13	63	53	27	23	13	11	845	120	13	53	23	11	845	7,091	15	57	20	8	846
Female				128	35	27	77	60	16	13	0	0	852	128	27	60	13	0	852	6,940	27	55	14	4	851
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										1						203	12	60	20	8	845
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										1						107	10	55	23	11	844
Asian				2										2						235	33	44	16	7	851
Black or African American				1										1						373	9	44	28	19	840
Native Hawaiian or Pacific Islander				0										0						10	40	50	10	0	856
White				239	51	21	135	56	40	17	13	5	849	240	21	57	17	5	849	12,968	21	57	17	6	849
Two or more races				3										3						135	20	58	19	4	849
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				2										2						380	6	38	32	23	838
Former LEP student - monitoring year 1				0										0						18	44	56	0	0	860
Former LEP student - monitoring year 2				0										0						26	58	42	0	0	860
All Other Students				245	51	21	140	57	41	17	13	5	849	246	21	57	17	5	849	13,607	21	57	17	6	849
IEP																									
Students with an IEP				26	0	0	5	19	10	38	11	42	832	26	0	19	38	42	832	2,082	1	33	39	27	835
All Other Students				221	51	23	135	61	33	15	2	1	851	222	23	61	15	1	851	11,949	24	60	13	2	851
SES																									
Economically Disadvantaged Students				100	14	14	49	49	27	27	10	10	845	100	14	49	27	10	845	5,990	11	55	24	10	844
All Other Students				147	37	25	91	62	16	11	3	2	851	148	25	62	11	2	851	8,041	28	57	12	3	852
Migrant																									
Migrant Students				0										0						9					
All Other Students				247	51	21	140	57	43	17	13	5	849	248	21	57	17	5	849	14,022	21	56	17	6	848
Title I																									
Students Receiving Title I Services				44	1	2	23	52	17	39	3	7	840	44	2	52	39	7	840	1,368	9	53	30	9	843
All Other Students				203	50	25	117	58	26	13	10	5	851	204	25	58	13	5	851	12,663	22	56	16	6	849
504 Plan																									
Students with a 504 Plan				11	1	9	9	82	1	9	0	0	848	11	9	82	9	0	848	401	14	64	19	4	847
All Other Students				236	50	21	131	56	42	18	13	6	849	237	21	56	18	5	849	13,630	21	56	17	6	848

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Mathematics Results

School: Massabesic Middle School
 District: RSU 57/MSAD 57
 State: Maine
 Code: 1251-1940

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

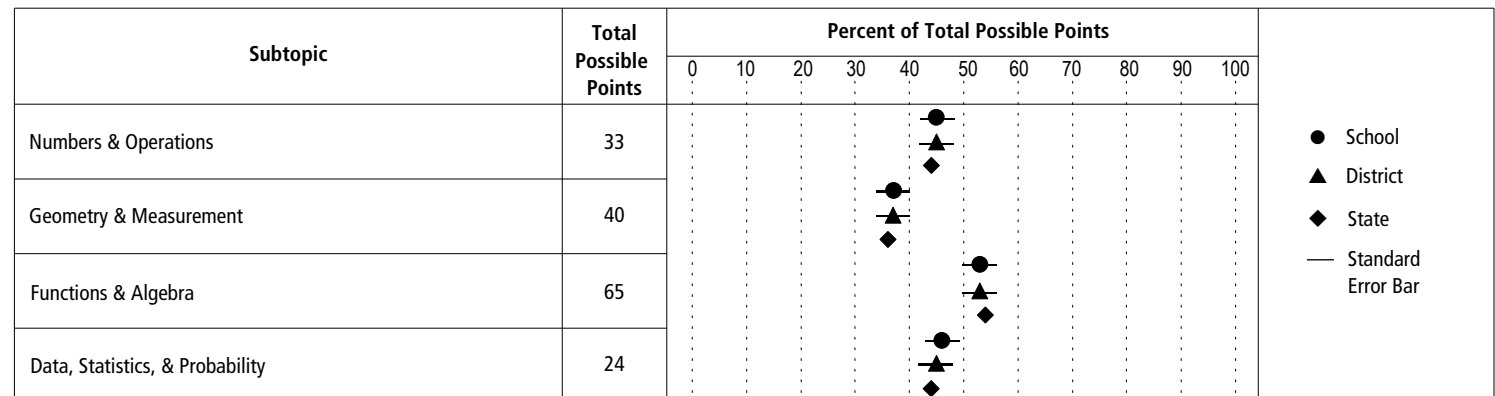
(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				254	36	14	119	47	52	20	47	19	842
2010-11				252	37	15	101	40	60	24	54	21	841
2011-12				247	32	13	125	51	51	21	39	16	843
Cumulative Total				753	105	14	345	46	163	22	140	19	842
District													
2009-10				254	36	14	119	47	52	20	47	19	842
2010-11				253	37	15	101	40	60	24	55	22	841
2011-12				248	32	13	125	50	52	21	39	16	843
Cumulative Total				755	105	14	345	46	164	22	141	19	842
State													
2009-10				14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2010-11				13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12				14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
Cumulative Total				42,111	6,967	17	18,048	43	9,069	22	8,027	19	842





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Disaggregated Mathematics Results

School: Massabesic Middle School
 District: RSU 57/MSAD 57
 State: Maine
 Code: 1251-1940

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				247	32	13	125	51	51	21	39	16	843	248	13	50	21	16	843	14,013	17	43	21	19	842
Gender																									
Male				119	15	13	61	51	18	15	25	21	842	120	13	51	16	21	842	7,084	17	41	22	20	842
Female				128	17	13	64	50	33	26	14	11	844	128	13	50	26	11	844	6,929	17	45	21	17	843
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										1						202	10	39	27	25	839
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										1						107	6	36	29	30	838
Asian				2										2						235	25	42	16	17	845
Black or African American				1										1						375	6	25	26	43	834
Native Hawaiian or Pacific Islander				0										0						10	40	40	20	0	847
White				239	32	13	121	51	49	21	37	15	843	240	13	50	21	15	843	12,949	17	44	21	18	842
Two or more races				3										3						135	16	43	15	27	842
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				2										2						386	5	21	26	48	833
Former LEP student - monitoring year 1				0										0						18	11	61	22	6	844
Former LEP student - monitoring year 2				0										0						26	38	50	12	0	849
All Other Students				245	32	13	125	51	50	20	38	16	843	246	13	51	21	15	843	13,583	17	44	21	18	842
IEP																									
Students with an IEP				26	0	0	2	8	7	27	17	65	831	26	0	8	27	65	831	2,068	2	15	23	61	831
All Other Students				221	32	14	123	56	44	20	22	10	844	222	14	55	20	10	844	11,945	20	48	21	11	844
SES																									
Economically Disadvantaged Students				100	8	8	39	39	26	26	27	27	840	100	8	39	26	27	840	5,979	8	37	27	29	838
All Other Students				147	24	16	86	59	25	17	12	8	845	148	16	58	18	8	845	8,034	24	48	18	11	845
Migrant																									
Migrant Students				0										0						9					
All Other Students				247	32	13	125	51	51	21	39	16	843	248	13	50	21	16	843	14,004	17	43	21	19	842
Title I																									
Students Receiving Title I Services				44	1	2	14	32	16	36	13	30	838	44	2	32	36	30	838	1,365	5	29	34	33	837
All Other Students				203	31	15	111	55	35	17	26	13	844	204	15	54	18	13	844	12,648	18	45	20	17	843
504 Plan																									
Students with a 504 Plan				11	1	9	4	36	5	45	1	9	840	11	9	36	45	9	840	400	13	43	27	17	841
All Other Students				236	31	13	121	51	46	19	38	16	843	237	13	51	20	16	843	13,613	17	43	21	19	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Writing Results

School: Massabesic Middle School
 District: RSU 57/MSAD 57
 State: Maine
 Code: 1251-1940

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

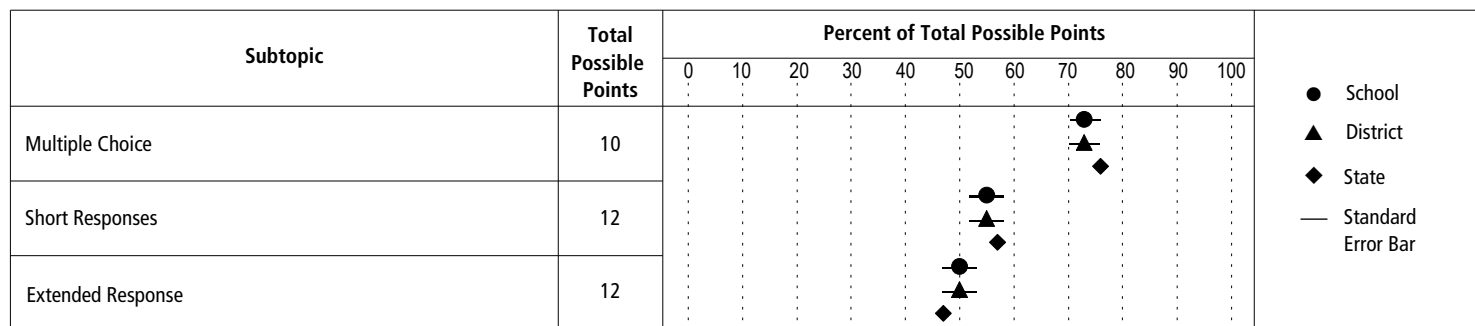
(Scaled Score 827–839)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10					6	2	105	42	108	43	32	13	837
2010-11				251	15	6	102	41	104	42	26	11	838
2011-12				247	15	6	102	41	104	42	26	11	838
Cumulative Total				498	21	4	207	42	212	43	58	12	837
District													
2009-10					6	2	105	42	108	43	33	13	837
2010-11				252	15	6	102	41	105	42	26	10	838
2011-12				248	15	6	102	41	105	42	26	10	838
Cumulative Total				500	21	4	207	41	213	43	59	12	837
State													
2009-10					1,035	7	6,332	46	5,179	37	1,358	10	840
2010-11				13,904	963	7	6,116	44	5,175	37	1,713	12	839
2011-12				13,967	963	7	6,116	44	5,175	37	1,713	12	839
Cumulative Total				27,871	1,998	7	12,448	45	10,354	37	3,071	11	839





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Disaggregated Writing Results

School: Massabesic Middle School
 District: RSU 57/MSAD 57
 State: Maine
 Code: 1251-1940

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				247	15	6	102	41	104	42	26	11	838	248	6	41	42	10	838	13,967	7	44	37	12	839
Gender																									
Male				119	1	1	40	34	55	46	23	19	835	120	1	33	47	19	835	7,056	4	35	43	18	836
Female				128	14	11	62	48	49	38	3	2	842	128	11	48	38	2	842	6,911	10	53	31	7	841
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										1						199	5	35	45	15	837
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										1						107	3	28	50	20	835
Asian				2										2						235	11	51	28	11	841
Black or African American				1										1						368	2	29	43	26	833
Native Hawaiian or Pacific Islander				0										0						10	10	60	30	0	843
White				239	15	6	96	40	103	43	25	10	838	240	6	40	43	10	838	12,915	7	44	37	12	839
Two or more races				3										3						133	7	49	34	11	839
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				2										2						378	2	23	44	31	831
Former LEP student - monitoring year 1				0										0						18	22	61	17	0	846
Former LEP student - monitoring year 2				0										0						26	15	69	15	0	846
All Other Students				245	15	6	102	42	103	42	25	10	838	246	6	41	42	10	838	13,545	7	44	37	12	839
IEP																									
Students with an IEP				26	0	0	1	4	8	31	17	65	826	26	0	4	31	65	826	2,052	<1	9	43	47	827
All Other Students				221	15	7	101	46	96	43	9	4	840	222	7	45	44	4	840	11,915	8	50	36	6	841
SES																									
Economically Disadvantaged Students				100	3	3	36	36	44	44	17	17	836	100	3	36	44	17	836	5,947	3	32	45	19	835
All Other Students				147	12	8	66	45	60	41	9	6	840	148	8	45	41	6	840	8,020	10	52	31	7	841
Migrant																									
Migrant Students				0										0						9					
All Other Students				247	15	6	102	41	104	42	26	11	838	248	6	41	42	10	838	13,958	7	44	37	12	839
Title I																									
Students Receiving Title I Services				44	0	0	8	18	28	64	8	18	832	44	0	18	64	18	832	1,360	3	28	52	17	835
All Other Students				203	15	7	94	46	76	37	18	9	840	204	7	46	38	9	840	12,607	7	45	35	12	839
504 Plan																									
Students with a 504 Plan				11	0	0	3	27	7	64	1	9	833	11	0	27	64	9	833	399	3	35	48	14	836
All Other Students				236	15	6	99	42	97	41	25	11	839	237	6	42	41	11	839	13,568	7	44	37	12	839

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.